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ABSTRACT

This Colorado manual offers guidelines for parent counseling and training, which is seen as a special education related service to assist parents of students with disabilities in the development and implementation of the child's Individualized Education Program (IEP). The introduction addresses the purpose and benefits of parent counseling and training generally, as well as specific parent counseling and training under Part C of the Individuals with Disabilities Education Act. Desired procedures are explained next. First is identifying the need for parent counseling and training by the entire IEP team, including the parents. Next is determining types of services needed, such as education regarding a specific disability, identification of community resources, collaborative implementation of a child's educational program, and instruction and demonstration of techniques used in school to promote consistent use in the home or outside of school. The third procedure is IEP documentation, which should include a record of any dissenting opinions as well as when the services will begin and end, anticipated frequency, and responsible service provider/s. The manual ends with a list of 12 Colorado and national information resources. Appended are a list of parent counseling and training tips for the IEP team, an eligibility flowchart for parent counseling and training services, and samples of parent counseling and training plans. (DB)

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Parent Counseling and Training: A Related Service under the Individuals with Disabilities Education Act Guidelines for Colorado Parents and Educators

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Parent Counseling and Training

A Related Service under the Individuals with Disabilities Education Act

Guidelines for Colorado Parents and Educators

The Colorado
Department of Education
Special Education
Services Unit
September 2002

EC 30613

Parent Counseling and Training

A Related Service Under the
Individuals with Disabilities Education Act

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I. Introduction

Colorado has a longstanding history of collaboration with parents as educational partners. This partnership serves as a foundation for the development of these guidelines. Parent Counseling and Training is therefore recognized as an important special education Related Service that can help parents[1] fulfill the vital role they play in supporting their child's education. Generally, counseling means providing information and support while training focuses on developing skills. Both counseling and training should be presented in a culturally competent manner.[2]

Purpose

The purpose of Parent Counseling and Training is to assist parents in acquiring skills to support the implementation of their child's Individualized Education Program (IEP). In some cases this may involve helping the parent to gain skills needed to support IEP goals and objectives at home.

This purpose can be accomplished by:

- Assisting parents in understanding the educational needs of their child,
- Providing parents with information about child development,
- Providing support and basic information about a child's initial placement in special education, and
- Providing parents with contact information about parent support groups, financial assistance resources, and other potential sources of information or support outside the school system.

Benefits of Parent Counseling and Training

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[1] **A parent is defined as:**

- A natural or adoptive parent of a child,
- A guardian, but not the State if the child is a ward of the State,
- A person acting in place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare),
- A surrogate parent who has been appointed in accordance with 34 CFR [300.515],
- The foster parent when legally appropriate.

[2] Cultural Competency is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (from Cross, et .al., (1989). *Towards a culturally competent system of care.* Washington, D.C.: CASSP Technical Assistance Center.)

Parent Counseling and Training is intended to benefit the child by helping them to make greater gains toward meeting their IEP goals and objectives because important learning supports will be provided both at school and at home. At the same time, the IEP team itself will be strengthened by more knowledgeable participation from parents.

Additional benefits for families include the following[3]:

- Parents will gain a better understanding of their child's disability,
- Parents will be better informed to be an equal team member,
- Parents will have a better understanding of future implications for their child,
- Parents will be better equipped to discuss the disability with their child,
- Parents will be able to be active participants in developing and implementing IEP goals and objectives,
- Parents will better understand the use of assistive technology devices if they are a part of their child's program,
- Parents can help other parents who have children with the same disability.

Part C and Parent Counseling and Training

For infants and toddlers with disabilities, the population served by Part C, services are intended to be provided through consultation and education with families in order to enhance their capacity to support the development of their children within the context of their everyday lives. "Parent Training" is therefore a core element of Part C service delivery and not a separate and related service as identified under Part B of IDEA.

II. Procedures

Identifying the Need for Parent Counseling and Training

Following the same process as for all special education services, the IEP team should make decisions based on comprehensive evaluation information. Parent Counseling and Training should be considered as a Related Service only if the IEP team, **including the parents as an integral part of the team,** determines that these services are **required** to assist the child to benefit from special education. 34 CFR [300.13 (a)]. Decisions must be based on the child's individual needs rather than on his or her category of disability.

Parent Counseling and Training is not intended to add an undue burden to school districts or to parents, but rather to ensure that parents are able to participate in their child's education by supporting the child's progress toward satisfying the IEP goals and objectives. In many cases the information and training can be provided as a part of the customary school routine. For example, a school psychologist may "counsel" parents about the potential impact of the child's learning disability and give them a handout that describes learning disabilities. Later

[3] Adapted from Parent Counseling and Training: A Related Service under the Individuals with Disabilities Education Act, A Technical Assistance Paper, MCREL, 1999

the child's teacher may answer additional questions during a parent-teacher conference and refer the parents to a helpful website.

The IEP team is intended to work collaboratively, with parents functioning as equal partners in the development and implementation of the IEP. Therefore, Parent Counseling and Training as a Related Service should not be imposed on parents by school personnel.

If an IEP team determines that Parent Counseling and Training must be provided in order for a student with a disability to benefit from special education, the Related Service must be described in the student's IEP and provided by the school district.

Making decisions about how often a Related Service will be provided, and where and by which discipline is also a function of the IEP team. Parents may also initiate the process by requesting information, referral, or assistance in developing skills that will allow them to support the implementation of their child's IEP. Like other Related Services included on the IEP, school districts may not charge parents of eligible students with disabilities for the costs of providing Parent Counseling and Training.

Decisions regarding Parent Counseling and Training typically would be made at the eligibility determination and transition (Part C to Part B and school to community) meetings. However, consideration of Parent Counseling and Training may occur at any time, including annual review meetings. To help make a determination, the IEP team should discuss with the parent whether there is anything the parents need to know to help their child meet his/her IEP goals. The **Eligibility Flowchart** in Appendix B is designed to further aid IEP teams in decision-making.

In order to determine whether Parent Counseling and Training is needed, the IEP team, **including the parents,** should consider the following[4]:

- Do the parents need information or assistance in acquiring the necessary skills that will allow them to support the implementation of their child's IEP?

- Can concerns be addressed by assisting parents in problem solving, by providing parents with information specific to their child's disability, or by identifying relevant community resources?

- If previous interventions did not involve Parent Counseling and Training, were the interventions successful in resolving the issue?

- Can positive change in the child's ability to participate in his/her educational program be reasonably anticipated as a result of Parent Counseling and Training, or can

[4] Adapted from *Special Education Related Services: A Guide for Educators and Parents in Nebraska Public Schools*, May, 2000, Nebraska Department of Education

negative change be prevented? Changes resulting from Parent Counseling and Training should be beyond that anticipated as a result of the student's maturation.

Determining Types of Services

Services should be focused on specific student goals and be solution oriented. While most often the services are provided face-to-face, they could be provided through other methods such as phone or written lessons if appropriate. Specific examples of Parent Counseling and Training services include:

- **Education regarding a specific disability**: When a parent first learns that his/her child has a disability, the parent may need specific developmental information to more fully understand the child's strengths and needs, how the child learns, and what compensatory strategies work best to assist the child toward optimal growth and learning,

- **Identification of community resources**: Support following the diagnosis of a chronic health condition that affects school attendance may be facilitated by a school nurse to a local health department or other resource,

- **Collaborative implementation of a child's educational program**: For a child requiring a behavior intervention plan, school personnel and parents may:
  - ✓ Identify appropriate reinforcers to be utilized in both school and home contexts,
  - ✓ Develope strategies for reducing behaviors at home that are interfering with the child's educational progress,
  - ✓ Review anger control techniques being taught in school to a student with a behavior intervention plan so that parents can reinforce those techniques at home,

- **Instruction and demonstration of techniques used in school to promote consistent use in the home or outside of school**:
  - ✓ Training in the use of assistive technology needed to complete schoolwork and homework,
  - ✓ Sign language training to assist the child with homework or communicate about other school requirements as well as to promote language development and learning,
  - ✓ Techniques for "reading" books, including placement of the child and the book, and how to follow the child's lead depending on his/her interests and attention span.

IEP Documentation

If a need for Parent Counseling and Training has been identified, the IEP team should record the parameters of the service in the IEP paperwork. This information might be included on the Parent Counseling and Training Plan (see sample on page 15) and attached to the IEP or may be included in Meeting Notes, the General Addendum, or under Special Considerations.

In addition to describing how Parent Counseling and Training will support the child's progress toward meeting their goals and objectives, the plan must also specify:

- When the service will begin and end,
- The anticipated frequency,
- The service provider responsible for the counseling or training.

If there is disagreement regarding Parent Counseling and Training, the discussion and dissenting opinions should be recorded as part of the IEP meeting notes. Every effort should be made to reach a workable solution. If necessary, disagreements should be addressed through negotiation, mediation, and due process procedures.

Providers of Parent Counseling and Training Services:
Any of the following may be providers or resources for Parent Counseling and Training:

- Special education staff (teachers, speech/language specialists, audiologists, occupational or physical therapists, administrators, interpreters, etc.),
- School counselors, psychologists, social workers, or nurses,
- Professionals or representatives of community organizations, such as parent groups; PEAK Parent Center, the state parent center; disability organizations; etc., with whom districts have collaborated or contracted.

III. Information Resources

Colorado Department of Education
Special Education Services Unit
www.cde.state.co.us/cdesped/index.htm

Colorado Special Education Advisory Committee (CSEAC)
www.cde.state.co.us/cdesped/CSEAC.htm

PEAK Parent Center, Colorado Springs
1-800-284-0251
www.peakparent.org

Learning Disabilities Assoc. of Colorado
(303) 894-0992
www.ldac@qwest.net

Office of Special Education Programs
www.ed.gov/offices/OSERS/OSEP/

PACER Center (Parent Advocacy Coalition for Educational Rights)
www.pacer.org

The National Information Center for Children and Youth with Disabilities
www.nichcy.org/

Educational Resources Information Center
ERIC Clearinghouse on Disabilities and Gifted Education
www.ericec.org

The Council for Exceptional Children
www.cec.sped.org

www.ideapractices.org (information specific to the Individuals with Disabilities Education Act)

www.php.com/
Parents Helping Parents

LD Online: Learning Disabilities Information and Resources
www.ldonline.org

IV. References

Federal Register, Vo.64, No.48/Friday, March 12, 1999/Rules & Regulations, P. 12424.

Gorn, S. (1997). *The Answer Book in Special Education Law*, 2nd ed. LRP Publications.

"Parent Counseling As a Related Service" in *Special Education and Related Services, Volume Two: A Guide for Educators and Parents in Nebraska Public Schools*, Nebraska Department of Education, 2000.

Parent Counseling and Training: A Related Service Under the Individuals with Disabilities Education Act: A Technical Assistance Paper, Mountain Plains Regional Resource Center, Logan, Utah, 1999.

Appendix A

Parent Counseling and Training Tips for IEP Teams

- Remember that the purpose of Parent Counseling and Training is to assist the parents in acquiring skills to support the implementation of their child's IEP. Therefore all decisions should be made in partnership with the parents.

- Formalize a central information system in your administrative unit for written educational materials regarding specific disabilities; maintain a list of referral resources for parents regarding parent training and counseling; provide staff development regarding your policies, documentation, and resources.

- Whenever parent "education" is an **ongoing** service, consider whether it is "Parent Counseling and Training" and, if so, include it as a Related Service on the IEP.

- Districts' family/parent liaisons or other designated specialists could facilitate the Parent Counseling and Training discussions in the IEP development process.

- IEP teams (including parents) should routinely consider and discuss the need for additional information or training when children have communication plans, literacy plans, or for behavior intervention plans in order to facilitate consistent follow through of those plans in the home.

- The Related Service of Parent Counseling and Training should also be considered in any transitions, including Part C to Part B and from school to community, as well as part of eligibility and transfer meetings.

- When Parent Counseling and Training is provided as a Related Service, it should be documented on the IEP form. Other contacts made with parents should be documented on the Record of Contact.

- Parent counseling as a Related Service should be specifically related to the child's disability, as well as required for the child to meet their goals or objectives; it should be well defined in scope, duration, and identify the person(s) responsible.

- Services should be included on the Related Services part of the IEP only when they are provided by district personnel. Notes may be made on the Addendum if services will be provided through other community organizations. Notes might also be included that the IEP team determined that the parent did not need formal training, but resource information was provided.

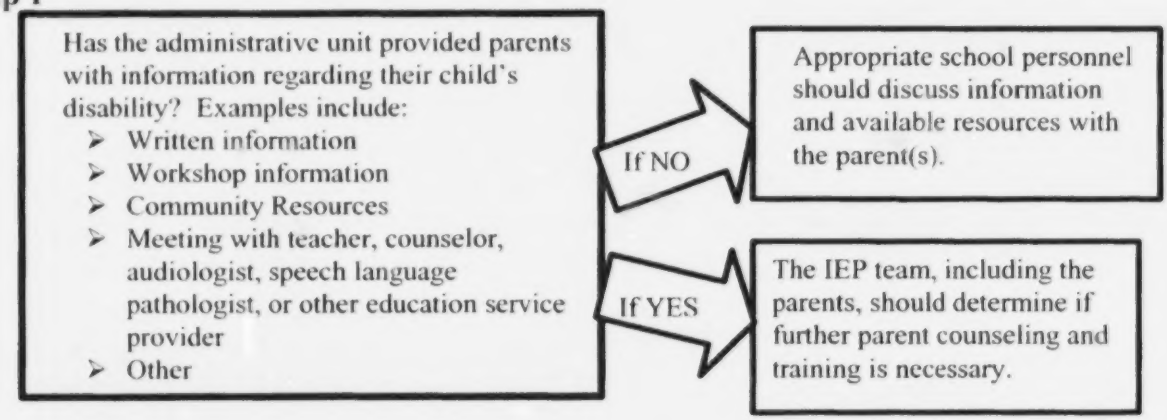
- If there is disagreement regarding Parent Counseling and Training, the discussion and dissenting opinions should be recorded as part of the IEP meeting notes. Every effort should be made to reach a workable solution. If necessary, disagreements should be addressed through negotiation, mediation, and due process procedures.

Appendix B

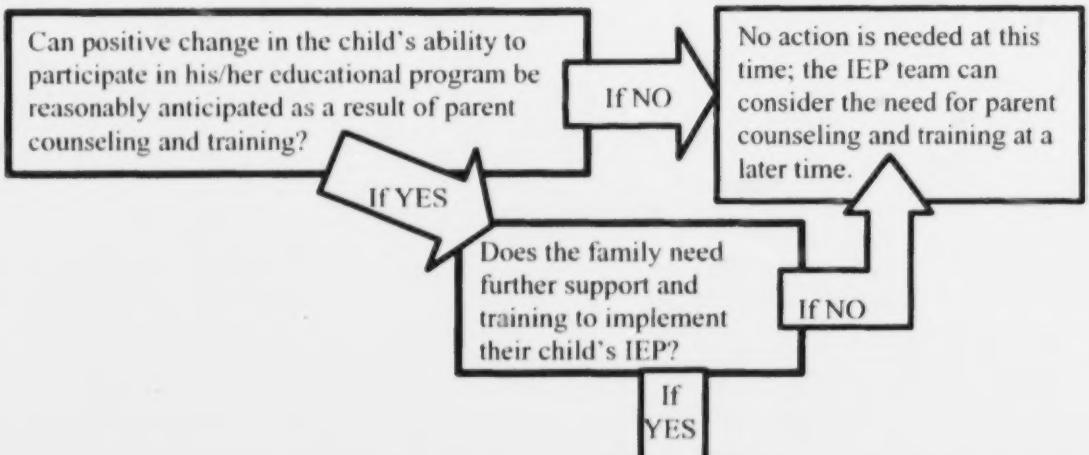
Eligibility Flowchart for Parent Counseling and Training Services

The goal of Parent Counseling and Training is to help an eligible student with a disability benefit from special education. Therefore, any services must directly relate to the student's needs described on the IEP. The following questions may assist IEP teams, as they work with parents at eligibility or triennial meetings, to make decisions regarding Related Services. Adaptive behavior checklists or child behavior rating scales may also provide information that is helpful in answering these questions. Other factors such as the acute or chronic nature of the child's needs, the recency of onset, and resources already possessed by parents should also be considered.

Step 1


Has the administrative unit provided parents with information regarding their child's disability? Examples include:
Written information
Workshop information
Community Resources
Meeting with teacher, counselor, audiologist, speech language pathologist, or other education service provider
Other
If NO
Appropriate school personnel should discuss information and available resources with the parent(s).
If YES
The IEP team, including the parents, should determine if further parent counseling and training is necessary.

Step 2


Can positive change in the child's ability to participate in his/her educational program be reasonably anticipated as a result of parent counseling and training?
If NO
No action is needed at this time; the IEP team can consider the need for parent counseling and training at a later time.
If YES
Does the family need further support and training to implement their child's IEP?
If NO
If YES

Step 3
Parent Training & Counseling Plan Required

Identify the specific skills that are required and the IEP goals they pertain to. Examples include:

- Training to implement a behavior plan, communication plan, or literacy modality plan at home
- Training in the use of assistive technology
- Counseling (information and support) about their child's disability and its implications

Appendix C

Samples of Parent Counseling and Training Plans

The following situations describe four different methods for documenting Parent Counseling and Training as part of the IEP.

Situation #1: Juan Lopez will transition from Part C (infant) to Part B (school age) services. He had categorically qualified for services because he was very premature; his actual birth weight was 2 lbs., 2 ounces. At the transition IFSP meeting, as the team members began to discuss the developmental evaluation results and possible school-age services, both Mr. and Mrs. Lopez began to cry. They said that the pediatrician told them "preemies usually catch up by the time they are two or three". The doctor had discussed their son's developmental delays, but had never suggested that Juan had a disability. After a great deal of discussion and with the parents' agreement, the IFSP team identified Parent Counseling as a Related Service.

Annual Goal: Juan will transition from parallel play to interactive play with peers.

Juan Lopez			
Legal Name of Child/Student	Child/Student ID	DOB	Date of Meeting

Early Childhood Transition Plan

Date parent received district transition plan:	**Month**	**Day**	**Year**
	05	09	2002

Transition Priorities and Considerations:

Parents have requested more information about typical child development in order to understand Juan's developmental delays and the kinds of services they might need to assist him over time.

Due to the unique needs of the child/student the following strategies will be a supplement to the District's transition plan.

Activity as it relates to the specific disability	Person Responsible	Initiation Date	Completion Date
Provide Juan's parents with information about community resources available to assist the family in meeting Juan's needs.	Special education teacher	05/02/02	10/01/02
Provide Juan's parents with counseling to help them cope with Juan's disability.	Psychologist	05/02/02	06/12/02
Provide written information to Juan's parents regarding typical child development.	Special education teacher	05/02/02	06/12/02

Situation #2: Stephen is a 10 yr old boy with multiple disabilities. Both the special education teacher and the parents will utilize a consistent communication system to reinforce language and communication development.

Stephen George	1234	02/13/92	04/01/02
Legal Name of Child/Student	Child/Student ID	DOB	Date of Meeting

Goals and Objectives

With the exception of the Initial IEP, the committee must review and document progress toward completion of the child's/student's previous goals and objectives prior to the development of new goals and objectives.

Annual Goal to be Measured by Achievement of Benchmarks (# 1): (Goals should reflect standards/key components/access skills) Stephen **will consistently attach meaning to a symbol or a picture.**

Short-term Instructional Objectives/Benchmarks	Criteria and Evaluation Procedures to be Used *(i.e., formal/informal measures, observations, recorded data, work samples, etc.)*	Schedule for Achievement of Objective		Progress (Not Evident, Not Yet Proficient, Proficient or Advanced) *	
		Beginning Date	Target Completion Date	Date	Proficiency
(#1) When presented with 3 pictures, Stephen will indicate his preference. Baseline: **Zero (not present)**	**Stephen will accurately use the communication board to indicate his preference 4 out of 10 trials**	04/01/02	08/01/02		

Meeting Notes

Reason for Meeting

☐ Initial ☐ Triennial ☐ Annual ☐ Review *

* Required for change in disability, significant change in placement, or exit from special education program (not required for students that graduate with a regular high school diploma or turn 21).

Use this page to document information about the meeting that may be helpful later on when reviewing the student's program. Information could include efforts to contact parents, efforts to obtain participation of agency representatives, actions proposed or refused, options considered, and reasons rejected. This page should ONLY be used to record information about a formal IEP meeting. Use *"Parent Contact Record"* to document informal conversations and meetings with parents.

The speech language specialist will meet at the family's home by 5/1/02 to identify a symbol and picture communication system for home and school. The speech language specialist will take photographs of familiar objects at school and in the home to build the communication board.

The physical therapist and parents will meet by 5/1/02 to determine the motoric way in which the student will indicate preference, e.g., finger point or eye gaze.

Situation #3: Cassandra just turned 3 and has a profound hearing loss. She primarily communicates through gestures and has little formal language. She is starting a special school district preschool program for children who are deaf and hard of hearing. The primary language spoken in the home is Spanish. In order to promote her language development and to communicate with her, her family began learning American Sign Language 6 months ago from a community sign language instructor who also is bilingual in Spanish. This service was provided through her early intervention program (IFSP). The District has decided to continue contracting for these services because they are unavailable in the district.

PARENT COUNSELING AND TRAINING CHECKLIST

The goal of Parent Counseling and Training is to help an eligible student with a disability benefit from special education. Therefore, any services must directly relate to the student's needs described on the IEP. Indicate the IEP goals/objectives to which this plan relates and indicate how Parent Counseling and Training Services will assist the child's progress in attaining the goal:

Cassandra will develop expressive and receptive language skills in American Sign Language.

Indicate which of the following services will be provided as Parent Counseling and Training and complete the description of services chart below.

____ Written materials will be provided to the family regarding their child's disability (when appropriate).

____ Parents have been informed of district and statewide training opportunities regarding their child's disability (when appropriate).

____ Parents will be provided with information regarding community resources that could assist them in meeting the needs of their child:

Financial resources _____

Parenting classes _____

Parent support groups _____

Other community resources _____

v___ Parents need to acquire specific skills in order to support the implementation of their child's IEP at home. Consider: If the student has a behavior plan, communication plan, or literacy modality plan, do the parents need training to implement the plan at home? If assistive technology devices are required, does the parent need training in their use? Skills identified include:

Description of Service	Provider	Projected begin date	Projected end date	Frequency
Sign Language (ASL) instruction for all family members contracted to a local bilingual sign language instructor to be held at the community center.	Spanish speaking, ASL instructor	05/02/02	05/01/03	Once per week

Administrative Unit Name	Date

Joanna Smith		
Legal Name of Child/Student	Child/Student ID	DOB

Meeting Notes

Reason for Meeting

☐ Initial ☐ Triennial ☐ Annual ☐ Review*

* Required for changes in disability, significant change in placement, or exit from special education program (not required for studentsthat graduate with a regular high school diploma or turn 21).

Use this page to document information about the meeting that may be helpful later on when reviewing the student's program. Information could include efforts to contact parents, efforts to obtain participation of agency representatives, actions proposed or refused, options considered, and reasons rejected. This page should ONLY be used to record information about a formal IEP meeting. Use *"Parent Contact Record"* to document informal conversations and meetings with parents.

The special education teacher will meet with the parents to provide more information about auditory processing and training about strategies and instructional methods that can be used in helping Joanna with her homework. The special education teacher will provide two half-hour sessions during the month of October 2002.

Situation #4: During the initial placement meeting of a third-grade student, Joanna, identified with a perceptual communicative disability (auditory processing), Mr. Smith said that his daughter doesn't listen to him. He said that he explains homework to her but she does not follow his directions. This has caused a great deal of conflict at home with Joanna being punished and Joanna not finishing her homework. At the meeting, Joanna's father was given a verbal explanation and written information about auditory processing but as the discussion continued, Mr. Smith and the team decided it was necessary to teach her father specific strategies and instructional methods to use when he helps Joanna with her homework. A plan was developed and recorded on the Meeting Notes.

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Appendix D

Parent Counseling and Training Checklist
Sample Form[1]

The goal of Parent Counseling and Training is to help an eligible student with a disability benefit from special education. Therefore, any services must directly relate to the student's needs described on the IEP. Indicate the IEP goals/objectives to which this plan relates and indicate how Parent Counseling and Training Services will assist the child's progress in attaining the goal.

GOAL:_____

_____

Indicate which of the following services will be provided as Parent Counseling and Training and complete the description of services chart below.

____ Written materials will be provided to the family regarding their child's disability (when appropriate).

____ Parents have been informed of district and statewide training opportunities regarding their child's disability (when appropriate).

____ Parents will be provided with information regarding community resources that could assist them in meeting the needs of their child:

Financial resources _____

Parenting classes _____

Parent support groups_____

Other community resources _____

____ Parents need to acquire specific skills in order to support the implementation of their child's IEP at home. Consider: If the student has a behavior plan, communication plan, or literacy modality plan, do the parents need training to implement the plan at home? If assistive technology devices are required, does the parent need training in their use? Skills identified include:

Description of Service	Provider	Projected begin date	Projected end date	Frequency

[1] This form is available electronically from CDE so that Administrative Units may insert their identifying information in place of "Appendix D".

Appendix E

The Law and Parent Counseling and Training

Federal Law

The Individuals with Disabilities Education Act (IDEA), Part B states that Related Services are those that "...are required to assist a child with a disability to benefit from special education..." 34CFR [300.24].

When necessary to help an eligible student with a disability benefit from his/her educational program, IDEA states that parent counseling and training can include:

- "Assisting parents in understanding the special needs of their child;
- Providing parents with information about child development; and
- Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP." 34CFR [300.24 (b)(7)].
- The last point was added in IDEA '97 to strengthen the service and to: "recognize the more active role acknowledged for parents... (as) very important participants in the education process for their children. (U.S. Department of Education, 1999, p. 12549).

IDEA, Part C, the Infants and Toddlers section of the regulations, identifies Parent Counseling and Training as an early intervention service:

> "*Family Training, Counseling, and Home Visits* means services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development." 34CFR [303.12 (d)(3)].

Colorado Statutes

The Exceptional Children's Education Act (ECEA) states that: "each administrative unit shall make available special education and Related Services...." [(5.03 (1)]

"Related services shall mean transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education instructional services." [5.03 (1)(b)]. Parent Counseling and Training is one of the Related Services listed.

ECEA further specifies that the delivery system shall also include:
"Services, which are provided directly (to the child with disabilities), indirectly (to the providers of services or to the parent(s) and families of the children with disabilities) and in combination." [5.03 (5)(a)]

Case Law

According to the federal Office of Special Education Programs (OSEP), "any Related Services provided for parents must assist the child in developing skills needed to benefit from special education or correct conditions that interfere with his or her progress toward the goals and objectives in his IEP." [*Letter to Dagley*, 17 EHLR 1107 (OSEP 1991)]

Related Case Law:

A hearing officer found that counseling involving the parents, the student, and possibly his sibling, was a Related Service because the parents' perceptions about their child's abilities and limitations and resulting expectations for his educational achievement were adversely affecting his ability to benefit from his educational programming. [Board of Education of the Portage Public School, 23 IDELR 667 (SEA MI 1995)].

Parent Counseling/Training Examples[1]

What Parent Counseling/Training Is	What Parent Counseling/Training Is Not
Identify with parents appropriate reinforcers to be utilized in both school & home contexts, where the behaviors of concern are relevant to educational progress.	Long term counseling or intensive psychotherapy *Nebraska Dept. of Ed., May 2000*
Provision of services by telephone *Township High Sch. (IL) Dist. #211, ELHR 352:289 (OCR 1986) (Ibid.) (Gorn, S., 1997)*	Family Therapy *(Letter to Dagly, 17 EHLR 1107 (OSEP 1991) (Gorn, S., 1997)*
Loaning parents materials relevant to stress management, required because of the nature of the demands imposed on the parents because of their child's disability, with telephone follow up.	Parent Counseling and Training would **NOT** be indicated when problem behaviors occur mainly at home or when their relevance to educational progress is indirect and not addressed by the IEP or IFSP.
Providing information to parents regarding their child's disability.	
Identified number of home visits to demonstrate effective implementation of a program, including reinforcement, where the behaviors of concern are relevant to educational progress.	
Collaborative efforts with other agencies (such as community health departments and guidance clinics)	
Training parents to support their child's use of assistive technology devices to complete homework.	
Training for parents in sign language, another communication method, or technology, where the communication skill of parents is relevant to the child's educational progress in their IEP/IFSP goals and objectives.	

[1] Adapted from "Parent Counseling as a Related Service" in *Special Education and Related Services, Volume Two: A Guide for Educators and Parents in Nebraska Public Schools.*

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